



October 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The combined tests form the Maine High School Assessment (MHSA).

Due to the inclusion of the additional items in mathematics, it was necessary to set new achievement level standards for that discipline this year. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards were not changed for the Critical Reading and Writing sections of the MHSA.

These 2006-2007 Maine High School Assessment Summary Reports contain the results of student performance on the SAT in critical reading, mathematics, and writing reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for many students may also be used for college admission, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and Math-A test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The SAT Reasoning Test™ employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics questions, and select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2007  
ID: 10291207  
District: Cape Elizabeth School Dept  
School: Cape Elizabeth High School

## Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

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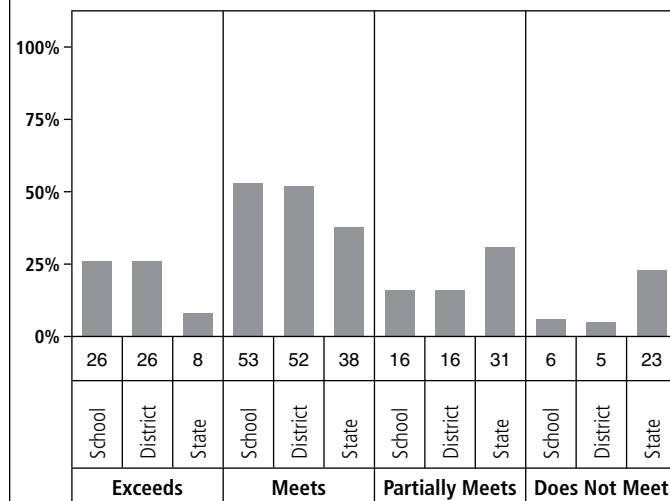
# SUMMARY OF SCORES

Date: May 2007  
District: Cape Elizabeth School Dept  
School: Cape Elizabeth High School

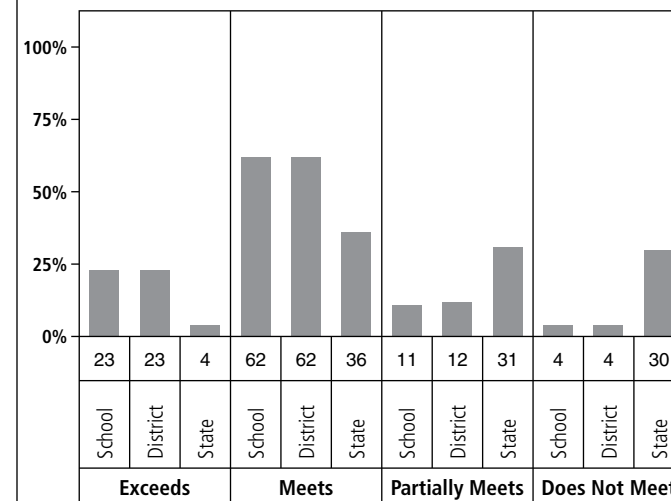
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
Critical Reading 2006–2007	1152	1152	1141
Mathematics 2006–2007	1153	1153	1140
Writing 2006–2007	1153	1153	1141

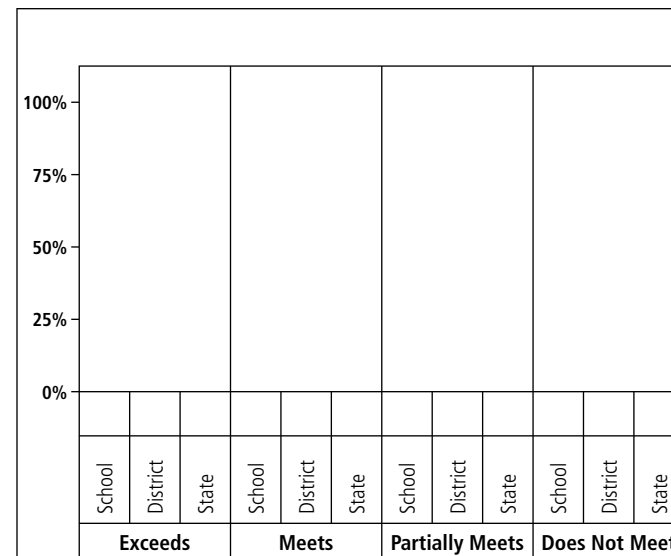
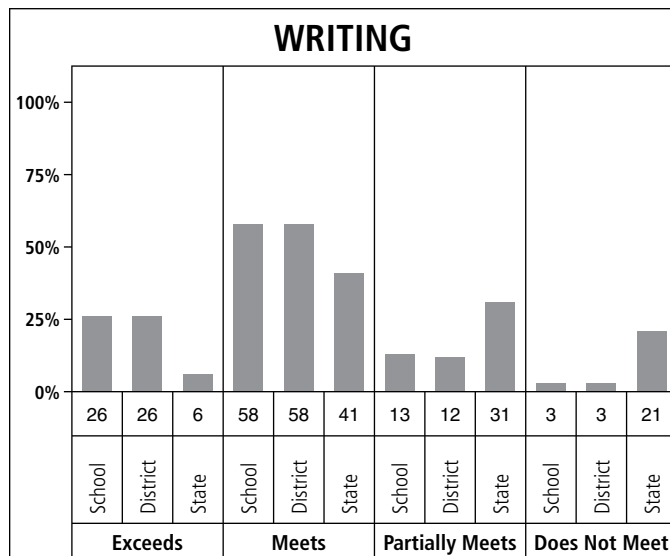
### CRITICAL READING



### MATHEMATICS



### WRITING



# SUMMARY OF STUDENT PARTICIPATION

Date: May 2007  
 District: Cape Elizabeth School Dept  
 School: Cape Elizabeth High School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								Critical Reading						Mathematics						Writing											
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students		146	100	148	100	16094	100	145	99	147	99	15236	95	145	99	147	99	15599	97	145	99	147	99	15229	95						
Ethnicity African American		1	1	1	1	333	2	1	100	1	100	295	89	1	100	1	100	308	92	1	100	1	100	294	88						
American Indian/Native Alaskan		1	1	1	1	91	1	1	100	1	100	81	89	1	100	1	100	84	92	1	100	1	100	81	89						
Asian/Pacific Islander		2	1	2	1	226	1	2	100	2	100	196	87	2	100	2	100	204	90	2	100	2	100	193	85						
Hispanic		0	0	0	0	140	1	0	0	0	0	124	89	0	0	0	0	130	93	0	0	0	0	124	89						
White		142	97	144	97	15304	95	141	99	143	99	14540	95	141	99	143	99	14873	97	141	99	143	99	14537	95						
Not Reported		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability		13	9	13	9	2351	15	12	92	12	92	2047	87	12	92	12	92	2169	93	12	92	12	92	2044	87						
Current LEP		1	1	1	1	285	2	1	100	1	100	237	83	1	100	1	100	250	88	1	100	1	100	233	82						
Economically disadvantaged		6	4	6	4	3924	24	6	100	6	100	3561	91	6	100	6	100	3702	94	6	100	6	100	3558	91						
Migrant		0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing											
	School		District		State		School		District		State		School		District		State		School		District		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	132	90	134	91	13484	84	132	90	134	91	13851	86	132	90	134	91	13484	84						
Identified disability (PET/IEP)	2	2	2	1	743	6	2	2	2	1	865	6	2	2	2	1	743	6						
LEP	1	1	1	1	187	1	1	1	1	1	204	1	1	1	1	1	187	1						
504 plan	0	0	0	0	2	0	0	0	0	0	3	0	0	0	0	0	2	0						
Participation with accommodations	12	8	12	8	1570	10	12	8	12	8	1569	10	12	8	12	8	1570	10						
Identified disability (PET/IEP)	9	75	9	75	1127	72	9	75	9	75	1126	72	9	75	9	75	1127	72						
LEP	0	0	0	0	46	3	0	0	0	0	46	3	0	0	0	0	46	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Other	3	25	3	25	407	26	3	25	3	25	407	26	3	25	3	25	407	26						
Participation through alternate assessment (PAAP)	1	1	1	1	178	1	1	1	1	1	179	1	1	1	1	1	175	1						
Identified disability (PET/IEP)	1	100	1	100	177	99	1	100	1	100	178	99	1	100	1	100	174	99						
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	4	0																		
Approved non-participation – special consideration	0	0	0	0	14	0	0	0	0	0	14	0	0	0	0	0	14	0						
Non-participation – other	1	1	1	1	844	5	1	1	1	1	481	3	1	1	1	1	851	5						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Date: May 2007  
District: Cape Elizabeth School Dept  
School: Cape Elizabeth High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006 <b>2006-2007</b> Cum. Avg.	31	23	31	23	1079	7
		<b>37</b>	<b>26</b>	<b>38</b>	<b>26</b>	<b>1168</b>	<b>8</b>
		34	24	35	25	1124	7
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006 <b>2006-2007</b> Cum. Avg.	76	57	77	57	5697	38
		<b>76</b>	<b>53</b>	<b>76</b>	<b>52</b>	<b>5714</b>	<b>38</b>
		76	54	77	55	5706	38
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006 <b>2006-2007</b> Cum. Avg.	18	13	18	13	4772	32
		<b>23</b>	<b>16</b>	<b>24</b>	<b>16</b>	<b>4728</b>	<b>31</b>
		21	15	21	15	4750	31
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006 <b>2006-2007</b> Cum. Avg.	9	7	8	6	3595	24
		<b>8</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>3444</b>	<b>23</b>
		9	6	8	6	3520	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Date: May 2007  
District: Cape Elizabeth School Dept  
School: Cape Elizabeth High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	144	37	26	76	53	23	16	8	6	1152	146	26	52	16	5	1152	15054	8	38	31	23	1141
<b>Ethnicity</b>																						
African American	1										1						290	2	21	26	52	1131
American Indian/Native Alaskan	1										1						78	4	28	33	35	1135
Asian/Pacific Islander	2										2						193	7	33	34	26	1139
Hispanic	0										0						123	6	28	34	33	1137
White	140	37	26	73	52	23	16	7	5	1153	142	27	51	17	5	1153	14370	8	39	31	22	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	1	9	3	27	3	27	4	36	1138	11	9	27	27	36	1138	1870	1	10	26	63	1127
No	133	36	27	73	55	20	15	4	3	1154	135	27	54	16	3	1153	13184	9	42	32	17	1142
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	0	0	100	1122
Current LEP beyond first year	1										1						226	1	10	25	64	1127
<b>Economically disadvantaged</b>																						
Yes	6	0	0	3	50	1	17	2	33	1141	6	0	50	17	33	1141	3464	3	25	34	37	1134
No	138	37	27	73	53	22	16	6	4	1153	140	27	52	16	4	1153	11590	9	42	31	19	1142
<b>Migrant</b>																						
Yes	0										0						1					
No	144	37	26	76	53	23	16	8	6	1152	146	26	52	16	5	1152	15053	8	38	31	23	1141
<b>Gender</b>																						
Female	63	15	24	37	59	9	14	2	3	1153	64	25	58	14	3	1153	7401	8	40	33	19	1142
Male	81	22	27	39	48	14	17	6	7	1152	82	27	48	18	7	1152	7653	8	36	29	27	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						68	1	21	32	46	1131
No	144	37	26	76	53	23	16	8	6	1152	146	26	52	16	5	1152	14986	8	38	31	23	1141
<b>Gifted/talented program</b>																						
Yes	0										0						1					
No	144	37	26	76	53	23	16	8	6	1152	146	26	52	16	5	1152	15053	8	38	31	23	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Date: May 2007  
District: Cape Elizabeth School Dept  
School: Cape Elizabeth High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007	33	23	33	23	578	4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007	89	62	90	62	5481	36
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007	16	11	17	12	4754	31
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	6	4	6	4	4607	30

\*Standards were reset for mathematics in 2007 so historical data are not available.

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Date: May 2007  
District: Cape Elizabeth School Dept  
School: Cape Elizabeth High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	144	33	23	89	62	16	11	6	4	1153	146	23	62	12	4	1153	15420	4	36	31	30	1140
<b>Ethnicity</b>																						
African American	1										1						304	1	13	27	59	1133
American Indian/Native Alaskan	1										1						81	2	16	42	40	1137
Asian/Pacific Islander	2										2						204	6	40	25	29	1142
Hispanic	0										0						129	3	29	25	43	1138
White	140	33	24	87	62	15	11	5	4	1153	142	23	62	11	4	1153	14702	4	36	31	29	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	4	36	4	36	3	27	1140	11	0	36	36	27	1140	1991	0	6	18	75	1131
No	133	33	25	85	64	12	9	3	2	1154	135	24	64	10	2	1154	13429	4	40	33	23	1142
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	0	0	100	1125
Current LEP beyond first year	1										1						243	2	14	19	65	1133
<b>Economically disadvantaged</b>																						
Yes	6	0	0	2	33	4	67	0	0	1141	6	0	33	67	0	1141	3606	1	20	31	48	1136
No	138	33	24	87	63	12	9	6	4	1154	140	24	63	9	4	1154	11814	5	40	31	24	1142
<b>Migrant</b>																						
Yes	0										0						1					
No	144	33	23	89	62	16	11	6	4	1153	146	23	62	12	4	1153	15419	4	36	31	30	1140
<b>Gender</b>																						
Female	63	14	22	43	68	4	6	2	3	1153	64	22	69	6	3	1153	7566	3	35	33	29	1140
Male	81	19	23	46	57	12	15	4	5	1153	82	23	56	16	5	1153	7854	5	36	29	31	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						73	0	14	26	60	1134
No	144	33	23	89	62	16	11	6	4	1153	146	23	62	12	4	1153	15347	4	36	31	30	1140
<b>Gifted/talented program</b>																						
Yes	0										0						1					
No	144	33	23	89	62	16	11	6	4	1153	146	23	62	12	4	1153	15419	4	36	31	30	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Date: May 2007  
District: Cape Elizabeth School Dept  
School: Cape Elizabeth High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	40	30	40	30	952	6
	2006-2007	37	26	38	26	937	6
	Cum. Avg.	39	28	39	28	945	6
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	77	57	78	58	6055	40
	2006-2007	84	58	85	58	6167	41
	Cum. Avg.	81	57	82	58	6111	40
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	11	8	11	8	4916	32
	2006-2007	18	13	18	12	4723	31
	Cum. Avg.	15	11	15	11	4820	32
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	6	4	5	4	3221	21
	2006-2007	5	3	5	3	3227	21
	Cum. Avg.	6	4	5	4	3224	21



# WRITING RESULTS BY REPORTING SUBGROUPS

Date: May 2007  
District: Cape Elizabeth School Dept  
School: Cape Elizabeth High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	144	37	26	84	58	18	13	5	3	1153	146	26	58	12	3	1153	15054	6	41	31	21	1141
<b>Ethnicity</b>																						
African American	1										1						290	1	21	31	47	1132
American Indian/Native Alaskan	1										1						78	4	29	37	29	1136
Asian/Pacific Islander	2										2						193	6	31	35	28	1138
Hispanic	0										0						123	4	30	33	33	1137
White	140	37	26	82	59	17	12	4	3	1154	142	27	58	12	3	1154	14370	6	42	31	21	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	5	45	3	27	3	27	1139	11	0	45	27	27	1139	1870	0	8	27	65	1127
No	133	37	28	79	59	15	11	2	2	1155	135	28	59	11	1	1155	13184	7	46	32	15	1143
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	0	0	100	1117
Current LEP beyond first year	1										1						226	1	10	25	63	1128
<b>Economically disadvantaged</b>																						
Yes	6	1	17	3	50	2	33	0	0	1147	6	17	50	33	0	1147	3464	2	26	36	37	1134
No	138	36	26	81	59	16	12	5	4	1154	140	26	59	11	4	1154	11590	8	45	30	17	1143
<b>Migrant</b>																						
Yes	0										0						1					
No	144	37	26	84	58	18	13	5	3	1153	146	26	58	12	3	1153	15053	6	41	31	21	1141
<b>Gender</b>																						
Female	63	21	33	37	59	5	8	0	0	1157	64	34	58	8	0	1157	7401	7	46	31	15	1143
Male	81	16	20	47	58	13	16	5	6	1151	82	20	59	16	6	1150	7653	5	36	32	28	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						68	0	15	43	43	1131
No	144	37	26	84	58	18	13	5	3	1153	146	26	58	12	3	1153	14986	6	41	31	21	1141
<b>Gifted/talented program</b>																						
Yes	0										0						1					
No	144	37	26	84	58	18	13	5	3	1153	146	26	58	12	3	1153	15053	6	41	31	21	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number